

**THE EFFECT OF USING FIX-UP STRATEGY TOWARDS
READING COMPREHENSION OF THE SECOND
YEAR STUDENTS AT SMAN 2 TAPUNG
KAMPAR REGENCY**



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1434 H/2013 M**

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Thesis

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(S. Pd.)



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ABSTRAK

Suryati (2013)

Pengaruh Penggunaan Strategi Fix-Up terhadap Pemahaman Membaca Siswa Kelas XI di SMAN 2 Tapung Kabupaten Kampar

Berdasarkan Kurikulum Tingkat Satuan Pendidikan, membaca adalah salah satu keterampilan bahasa Inggris yang harus diajarkan dan dipelajari oleh siswa. SMAN 2 Tapung adalah salah satu sekolah yang juga menggunakannya sebagai panduan dalam proses pembelajaran bahasa Inggris. Setelah melaksanakan observasi pendahuluan, beberapa siswa kelas XI masih memiliki kemampuan yang rendah dalam pemahaman membaca. Oleh karena itu, peneliti merasa tertarik untuk mengadakan sebuah penelitian yang berjudul “Pengaruh Penggunaan Strategi Fix-Up terhadap Pemahaman Membaca Siswa Kelas XI di SMAN 2 Tapung Kabupaten Kampar”.

Jenis riset ini adalah riset eksperimen semu dimana peneliti tidak bisa membuat kelompok baru untuk eksperimen. Fokus utama dari riset ini adalah mencari pengaruh yang signifikan dari penggunaan Strategi Fix-Up terhadap pemahaman membaca siswa kelas XI di SMAN 2 Tapung Kabupaten Kampar. Subjek penelitian ini adalah siswa kelas XI di SMAN 2 Tapung Kabupaten Kampar, sedangkan objek penelitian ini adalah penggunaan Strategi Fix-Up terhadap pemahaman membaca siswa dalam teks narrative. Dalam penelitian ini, peneliti menggunakan dua kelas, kelas eksperimen dan kelas kontrol, dari empat kelas pada kelas XI. Jumlah sampel penelitian ini adalah 51 siswa dari total 103 siswa pada kelas XI yang dipilih menggunakan pengambilan sampel kelompok secara acak. Dalam mengumpulkan data, peneliti menggunakan tes membaca. Tes tersebut terdiri dari 25 soal pilihan ganda berdasarkan teks. Dalam menganalisa data, peneliti menggunakan rumus t-test yang dioperasikan dengan menggunakan SPSS versi 16,0.

Pada akhirnya, peneliti menemukan bahwa H_a diterima dan H_0 ditolak. Selain itu, hasil riset tersebut dapat dibuktikan berdasarkan analisa data dengan menggunakan t-test, didapat hasil t_0 adalah 2,87 yang lebih tinggi dibandingkan t_t pada level signifikan 5% = 2,01 dan 1% = 2,68. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Strategi Fix-Up terhadap pemahaman membaca siswa kelas XI di SMAN 2 Tapung Kabupaten Kampar..

ABSTRACT

Suryati (2013)

The Effect of Using Fix-up Strategy towards Reading Comprehension of the Second Year Students at SMAN 2 Tapung Kampar Regency

Based on the school based curriculum, reading is as one of English skills that must be taught and learned by students. SMAN 2 Tapung is one of schools that use it as a guide in English teaching and learning process. After doing preliminary observation, some of students of the second year still had low ability in reading comprehension. Thus, the researcher interested in conducting the research entitled “The Effect of Using Fix-up Strategy towards Reading Comprehension of the Second Year Students at SMAN 2 Tapung Kampar Regency”.

The type research was quasi-experimental research which the researcher can not create a new participant groups for this experiment. The main focus of this research was to find out the significant effect of using fix-up strategy towards students’ reading comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency. The subject of this research was the second year students at SMAN 2 Tapung Kampar Regency, while the object of this research was the using of Fix-up Strategy towards students’ reading comprehension in narrative text. In this research, the researcher took two classes; experimental class and control class from the four classes of the second grade. There were 51 students as the sample from 103 students of population that taken from second year classes by using clustering sample randomly based on group. In collecting the data, the researcher used reading test. It consisted of 25 multiple choice items based on the text. In analyzing the data, the researcher used t-test formula that operated by using SPSS 16.0 versions.

Finally, the research found that H_a was accepted and H_0 was rejected. Besides, it can be proved according to the analysis of the data by using t-Test, it was obtained that t_o is 2,87 in which it is higher than t_t on the level of significance $5\% = 2,01$ and $1\% = 2,68$. It can be concluded that there is significant effect of using fix-up strategy towards reading comprehension in narrative text of the second year students of SMAN 2 Tapung Kampar Regency

سورياتي (2013): تأثير استخدام استراتيجية Fix-Up إلى فهم الطلاب في القراءة
لطلاب الصف الحادي عشر بالمدرسة المتوسطة العالية تافونغ

.

بالأساس على منهج الدراسات للوحدة التربوية أن القراءة من إحدى المهارات الإنجليزية ما كان تعليمها ودراسها واجبة على الطلاب. كانت المدرسة المتوسطة العالية الحكومية 2 تافونغ قد استخدمت هذا المنهج مرجعا في عملية التعلم و التعليم. بعد تمام أداء الملاحظة، طلاب الصف الحادي عشر لهم قدرة ضعيفة في فهم القراءة. لذلك رغبت الباحثة في أداء هذه الدراسة تحت العنوان " تأثير استخدام استراتيجية Fix-Up إلى فهم الطلاب في القراءة لطلاب الصف الحادي عشر بالمدرسة المتوسطة العالية تافونغ منطقة كمبار".

على الدراسة على نوع تجريبي و لا تقدر الباحثة على صناعة فرقة جديدة على التجربة. تتركز هذه الدراسة لمعرفة تأثير استخدام استراتيجية Fix-Up إلى فهم الطلاب في القراءة لطلاب الصف الحادي عشر بالمدرسة المتوسطة العالية تافونغ منطقة كمبار. المواضيع في هذه الدراسة طلاب الصف الحادي عشر بالمدرسة المتوسطة العالية تافونغ منطقة كمبار ثم الهدف في هذه الدراسة هو تأثير استخدام استراتيجية Fix-Up إلى فهم الطلاب في قراءة النصوص القصية. استخدمت الباحثة فصلين اثنين في هذه الدراسة هم الفصل التجربة و الفصل الضبط من أربعة فصول من طلاب الصف الحادي عشر. العينات في هذه الدراسة 103 طالب ثم أخذت الباحثة العينات بطريقة عشوائية. جمعت الباحثة في هذه الدراسة بطريقة الاختبار على القراءة. يتكون الاختبار من 25 الأسئلة من تعدد الاختيارات حسب النصوص. في تحليل البيانات استخدمت الباحثة صيغة ت-51

عشوائية. جمعت الباحثة في هذه الدراسة بطريقة الاختبار على القراءة. يتكون الاختبار من 25 الأسئلة من تعدد الاختيارات حسب النصوص. في تحليل البيانات استخدمت الباحثة صيغة ت-51

.

أخيرا، كشفت الباحثة أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. ثم كانت حصول الدراسة بعد تحليل البيانات باستخدام صيغة ت-51 $t_0 = 2.87$ و هي أكبر $t_t = 5$ $2.01 = 1$ $2.68 =$. أن هناك تأثير استخدام استراتيجية Fix-Up إلى فهم الطلاب في القراءة لطلاب الصف الحادي عشر بالمدرسة المتوسطة العالية تافونغ منطقة كمبار.

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The title of this thesis is Effect of Using Fix-Up Strategy towards Students' Reading Comprehension at the Second Year of SMAN 2 Tapung Kampar Regency

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Finally, the writer really realizes that there are still weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah the Almighty, the Lord of universe bless you all. Amin.

Pekanbaru, May, 2013

The Writer

Suryati

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of skills of English that should be mastered by students; besides listening, writing, and speaking. It is also one of activities in English learning. Reading is an important thing in English. By reading, we are able to get information of the text. The more you read, the more you get. As pointed out by Hasibuan and Ansyari, that “Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.”¹ It means that, reading is a process, there are the reader and the text, and the result of this process is comprehension, in order to get the information of the writer’s means.

In a process of English learning in Indonesian schools, reading is included in four language skills that should be mastered and learned by students. Reading is one of important language skills that should be developed inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students are not just obligated to be able to read what is written in reading material, but also they should be able to capture the information or message in the reading material comprehensively. In the study of Duffy, he said that

¹ Kalayo Hasibuan, and Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p.114-115

comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.² In other words, the students should be able to construct the meaning of the reading material; it is not only the lexical meaning, but also the contextual meaning. Based on the study of Klinger et al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³

Reading comprehension has the very tight relation toward prior knowledge and vocabulary. As stated above, reading comprehension means reading for getting message or information. However, it can be done if the readers have no good vocabulary and prior knowledge. According to Duffy, reading comprehension depends on the prior knowledge expressed into words. The readers can know the meaning of the written message only if they have past experience related to the topic and they can use the words to construct the meaning.⁴

SMAN 2 Tapung is one of the senior high schools in Kampar. As a formal school, this school also implies the English lesson to all the students. English teaching process at the second year takes four hours in a week (4 x 45 minutes) and the total period of English teaching is 29 meetings in a semester.⁵ Therefore, the students can learn English maximally.

²Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009). pp. 14

³Klinger et al, *Teaching Reading Comprehension for Students with Learning Difficulties*, (New York: Guilford Press, 2007). pp. 2

⁴Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009). pp. 15

⁵*Silabus Bahasa Inggris KTSP SMAN 2 Tapung*, 2010/2011

As a formal school, this school also implies the English lesson to all the students mainly, in EFL reading. According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan-KTSP) 2011, the purpose of learning English is to make the students have the following abilities:

1. Developing the communicative competences in the written and oral form to achieve the informational literacy level.
2. Being aware about nature and importance of English in improving the people global competitiveness.
3. Developing the students' understanding about relationship between language and culture.⁶

Especially in English reading, the purpose is “comprehending the ideas in short functional text and essay in the form of report, narrative, and analytical exposition accurately, fluently and acceptably in daily life context and accessing the knowledge”.⁷

Ideally, based on the explanation above, the students should be able to reading activity with the good comprehension. However, based on the writer preliminary study at the second year students of SMAN 2 Tapung, it is clearly that some of the students still had problems in learning English, especially in reading comprehension. Their reading comprehension was still so far from the expectation of the curriculum. The problems can be indicated as the following symptoms:

⁶ *Perangkat Pembelajaran Standar Kompetensi dan Kompetensi Dasar, KTSP SMAN 2 Tapung, 2010/2011*

⁷Ibid

1. Some of the students have difficulties to understand the text given.
2. Some of the students cannot identify the main topic of the text.
3. Some of the students are not able to find the message provided in the text
4. Some of the students did not understand the meaning of the words in the text
5. Some of the students get difficulty to answer the questions related to the content of the text given

To improve the students' reading comprehension, the teacher could use the various ways to fire up the students' reading comprehension. It could be done by monitoring the students' reading comprehension by modelling some strategies in reading comprehension; one of the effective strategies to improve the students reading comprehension is *Fix-up Strategy*. According to Doyle, Fix-up strategies are learning behaviours that help students to know what to do when they do not understand something.⁸ The fix-up strategy offered the readers processes that they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words.

Based on the problem and the explanation exposed by the writer above, it was obvious that some of the students at that school still had problems which should have been solved as soon as possible. Either the Problems were on the

⁸Terry Doyle. "*Integrating Learning Strategies into Teaching*" Ferris State University, <http://www.podweb.org>.

students or caused by others factor (reading difficulties itself). Therefore, the writer was interested in verifying those problems in a research entitled:

The Effect of Using Fix-Up Strategy towards Reading Comprehension of the Second Years Students at SMAN 2 Tapung Kampar Regency.

B. Definition of the Terms

1. Effect

Effect may refer to a result or change of something.⁹ In this research, the effect referred to the effect of using fix-up strategy toward students' reading comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency.

2. Fix-Up Strategy

Fix-up strategy is strategies used to help of getting unstuck when the readers are reading confusing text.¹⁰ In this research, fix-up strategy referred to the reading comprehension strategy that was used by the students of the second year of SMAN 2 Tapung Kampar Regency.

3. Reading Comprehension

Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood.¹¹ In this research, the reading comprehension referred to the students' reading

⁹Wikipedia, "Effect", (15 march 2012)

¹⁰Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 49

¹¹Jack C Richard, and Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistics*, (London: Pearson Education Limited, 2010). p. 483

comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency.

4. Narrative Text

Narrative text or narration is story writing.¹² In this research, narrative text referred to the type of the text that became the reading material given to the students at the second year of SMAN 2 Tapung Kampar Regency.

C. The Problem

1. Identification of the Problem

Based on the symptoms stated above, the writer identified the problems as follows:

- a. Some of the students had difficulties to understand the text given.
- b. Some of the students could not identify the main topic of the text.
- c. Some of the students were not able to find the message provided in the text.
- d. Some of the students did not understand the meaning of the words in the text.
- e. Some of the students got difficulty to answer the questions related to the content of the text given.
- f. What could be done to improve students reading comprehension?

¹²Alice Oshima, and Ann Hogue, *Introduction to Academic Writing (3rd Edition)*, (New York: Pearson Education, 2007), p. 24

- g. Is there any significant effect of using fix-up strategy toward students' reading comprehension in narrative text at the second year?

2. Limitation of the Problem

Based on the identification of problem in students' reading comprehension above, the writer focuses on fix-up strategy and reading comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency.

3. Formulation of the Problem

Based on the limitation of the problem above, this research problem was formulated as the following questions:

- a. How is students' reading comprehension in narrative text taught by using Fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency?
- b. How is students' reading comprehension in narrative text taught without using Fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency?
- c. Is there any significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency?

D. Objective and Significance of the Research

1. Objective of the Research

Based of the research questions above, the objective of this research could be stated as follows:

- a. To find out students' reading comprehension in narrative text taught by using Fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency.
- b. To find out students' reading comprehension in narrative text taught without using Fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency.
- c. To find out whether there is any significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency?

2. Significance of the Research

- a. To enlarge the writer's knowledge about the research, especially in the topic of student's reading comprehension in narrative text.
- b. To give positive contribution to the students in improving their reading comprehension.
- c. To give positive contribution to the teacher of English to develop the students' reading comprehension.

- d. To give contribution in development of teaching and learning English theoretically of practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.
- e. To add references for other next researchers having the same problem as the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

a. The Definition of reading

As one of language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see.¹ Also, Patel and Jain stated that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill.² In short, reading is the process of receiving the written information regarding what the reader see.

According to Roe et al, reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables in tract to produce comprehension.³ The similar perception was stated that reading is a fluent process of readers combining information from

¹Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman). p. 199.

² M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors). p. 113

³Kassim Shabaan, *Reading Psychology*, (London: Routledge Taylor Pracis Group, 2006). p. 377

a text and their background knowledge to build meaning than the goal of reading is comprehension.⁴

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension

As reading is a process, according to Patel and Jain, there are three stages of reading, as follows:

- 1) The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he/she recognizes the spoken words in this written form.
- 2) The second stage is structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The last stage is interpretation stage. The learner comprehends the significance of word, a phrase, or sentence in the overall context of discourse.⁵

In conclusion, the process of reading is started by the way of the reader know about the spoken words of the written form of reading material; then the reader understand about the sentence structure of the text; and finally, the readers interpret the context of the reading material.

⁴David Nunan. *Practical English Language Teaching*, (New York: McGraw14, 2003). p.

⁵M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors). p. 113

b. The definitions of reading comprehension

Reading and comprehension are so tightly connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication. Based on the study of Richard and Renandya, Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood.⁶ In addition, Thornbury stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading.⁷ Next, in her research, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ Neufeld in Beyer went on further to say that comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.⁹

The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

⁶Jack C Richard, and Richards Schmidt, *Dictionary of Language Teaching & Applied Linguistics*, (London: Pearson Education Limited, 2010). p. 483

⁷Scott Thornbury, *An A-Z of ELT*, (New York: Macmillan, 2003), p. 41

⁸Catherine Snow, *Reading for Understanding*, (Santa Monica: RAND, 2002), p. 11

⁹ Julie Beyer, *Strategies for Helping Struggling Readers Comprehend Expository Text*, 2007, p. 2

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text there are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning.¹⁰ The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series *Strategy Instruction in Action*¹¹. Paris and Stahl defined that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge¹².

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely an easy process, but also interactive which entails the readers to comprehend not only literal meaning of the text, but also text organization and to be able to make conclusion from the text.

¹⁰ Pressley, Michael. *Reading Instruction that Works: The Case for Balanced Teaching*. New York: Guilford Press. (2006). ISBN 1-59385-228-2.

¹¹ Debbie Miller. *Reading with Meaning Teaching Comprehension in the Primary Grades*. (Portland: Stenhouse Publishers, 2006), p.194

¹² Scott G. Paris and Steven A. Stahl. *Children's Reading Comprehension and Assessment*. (London: Lawrence Erlbaum Associates, Publishers, 2005), p. 134.

Besides, the readers must get involve emotionally into the contents explicitly and implicitly in the text. In addition, reading comprehension can be defined as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

c. Reading comprehension in narrative text

Narrative text or narration can be defined as a story reading material. According to Savage and Mayer, narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome.¹³ In addition, Sudarwati and Grace stated that narrative text is type of the text functioning to entertain with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.¹⁴ In other words, narrative text is a story writing which the function is to amuse or to entertain the readers with the events organized in the way the story happen and in time order.

In curriculum of the second year of Senior High School, the narrative text is organized as follows:¹⁵

- 1) Orientation, Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

¹³Alice Savage, and Patricia Mayer, *Effective Academic Writing 2*, (Oxford: Oxford University Press, 2005), p. 58

¹⁴Th M Sudarwati, and Eudia Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2006), p154

¹⁵Ibid

- 2) Complication, Tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- 3) Resolution, The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

In addition, the language features usually used in narrative text are as follows:¹⁶

- 1) Noun: *travellers, bundle, tree, etc*
- 2) Pronouns: *they, their, you, etc.*
- 3) Time connective and conjunction: *later, then, a long, long time ago, when, etc.*
- 4) Adverbs and adverbial phrases: *angrily, in horror, etc.*
- 5) Material processes (action verbs): *arrival ate, etc.*
- 6) Verbal process (saying verb): *asked, etc.*

In short, in narrative text, the reader should be able recognize the structures of the narrative text including orientation, complication, and resolution to comprehend the text. Also, the features of the text, like time connectives, conjunction, adverbs, material process, and saying verbs are so important in narrative text because they are what make the sense of story in narrative text.

¹⁶Th M Sudarwati, and Eudia Grace, *Look Ahead 2*, (Jakarta: Erlangga, 2006), p154.

2. The Nature of Fix-Up Strategy

a. The definitions of fix-up strategy

In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem-solving technique. One of the appropriate techniques to resolve this problem is by using Fix-it or Fix-up strategy.

Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text.¹⁷ According to Neufeld in Beyer, *fix-up* strategy is use to help students deal with information they have questions about.¹⁸ Furthermore, in the study of Moreillon, He stated that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read.¹⁹ In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers getting unstuck in reading text to make sense about what they read.

In addition, Duffy stated that Fix-up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good reader's stop when a problem is

¹⁷Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 49

¹⁸Julie Beyer, *Strategies for Helping Struggling Readers Comprehend Expository Text*, 2007, p. 11

¹⁹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 116

encountered.²⁰ In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find out the problem. After finding the problem, the reader can visualize, retell, and notice about what is already understood from the text.

There are several steps of using fix-up strategy used by the reader or students as follows:²¹

- a. Make a connection between the text and:
 - Your life.
 - Your knowledge of the world.
 - Another text.
- b. Make a prediction.
- c. Stop and think about what you have already read.
- d. Ask yourself a question and try to answer it.
- e. Reflect in writing on what you have read.
- f.. Visualize.
- g. Use print conventions.
- h. Retell what you've read.
- i. Reread.
- j. Notice patterns in text structure.
- k. Adjust your reading rate: slow down or speed up.

²⁰Gerald. G. Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 130

²¹Cris Tovani, *I Read It, but I don't Get It: Comprehension Strategies for Adolescent Readers*, (Aurora: Stenhouse Publishers, 2000). p. 51

b. Teaching reading comprehension by using fix-up strategy

As fix-up strategy is a reading strategy, or in common as learning strategy, it is not used by the teacher, but it is used by the students. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing the strategy; it can be seen as the following list:

What is the Role of the Teacher during Strategic Teaching and Learning?

- 1) Teach a few strategies through modelling and guided practice.
- 2) Teach them in depth.
- 3) Teach them over a long period of time.
- 4) Teach using a variety of text—genre and difficulty.
- 5) Use effective prompting and questioning.
- 6) Monitor student understanding to adjust instruction accordingly, providing additional modelling/support to scaffold student learning.
- 7) Teach for independence.²²

Specifically in fix-up strategy, the role of the teacher is as a guide and of model of using this strategy. According to Tovani, there are there steps of modelling the use of fix-up strategy to the students; it can be seen as follows:

- 1.) Share material you find confusing. Remind students that even good readers get confused when they read.

²²Teaching Effective Reading Strategy, 2011, <http://teaching.uchicago.edu/oldsite/pod/00-01/Doyle.html> 29th April 2012

Demonstrate what you do when you recognize a problem in your comprehension. Show students how to flag interruptions in meaning. Try reading aloud a difficult piece of text and have students record the fix-up strategies you use to regain meaning.

Teaching point: Good readers isolate confusion and make a plan to repair meaning. They know that if they continue reading without doing anything to help them, their confusion will get worse.

- 2.) Give a list of fix-up strategies to your students. Ask them to use these strategies while reading their class assignments. Ask them to try at least one fix-up strategy before you help them clear up their confusion.

Teaching point: Good readers don't quit when they become confused. They use fix-up strategies to repair confusion.

- 3.) Demonstrate how listening to the voices in your head helps you know which fix-up strategy to use. Let students know that not every fix-up strategy works in every situation. Tell them that it is okay to abandon a fix-up strategy if it isn't helping.

Teaching point: Good readers use fix-up strategies flexibly. When one doesn't work, they try another one.²³

Another expert, Duffy, described about the modelling of fix-up strategy used in teaching English subject as follows:

Say something like:

"Let's read on. Tell me the first time you come to a problem. What is the first problem you find? Okay, in the middle paragraph on page 11, you stopped at the word *bondage* because you were monitoring and it stopped making sense when you ran into that word. That's a hard one to figure out, but let's apply our look-back strategy and see if we can fix it. First, we have to identify the

²³Loc.Cit, p. 60-61

problem. What is the problem? Yes, it's a word we don't know. So now we have to think about whether we know anything that would help us solve that problem. Do we have a strategy? Yes, just as before, we can use our context strategy to figure out words we don't know. So first look back and see if there are context clues you can use. Yes, the word *slaves* and *escape* are clues. By thinking what it is that slaves try to escape, maybe 'bondage' means the same thing as 'slavery.' Let's test it out. Does that make sense there? Yes, so we can read on".²⁴

Based on the explanation above, to teach the students the fix-up strategy, the teacher can use the following steps:

- 1) Ask the students to read and let the students tell the problem found.
- 2) Have the students stop in the word that is considered not to make sense.
- 3) Ask the students to figure out and let them use the look-back or fix-up strategy.
- 4) Instruct the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.
- 5) Ask the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues).
- 6) Let the students test if the words make sense or not.

²⁴Gerald G. Duffy, *Explaining Reading*, (New York: Guilford Press, 2009), p. 136

- 7) The students can continue reading and do the fix-up strategy if they find more problems.

B. Relevant Research

In order to avoid plagiarism, the writer stated some research findings dealing with the use of fix-up strategy or reading comprehension. As a matter of fact, there were some of research reports that had relevancy toward this research paper. The first title is **“Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension Skills”** conducted by Christine D. Bremer Et.al. The writer considered this research finding as relevant research because Fix-up Strategy that was found by Klingner and Vaughn is the part of this strategy. It is mentioned in the point of *Click the Clunk*. In the research finding, they stated that Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension.

The second research title is **“The Effectiveness of Using Fix Up Strategy to Teach Reading Viewed from Students’ Self-confidence (An Experimental Research at the Eighth Grade Students of SMP Negeri 2 Temanggung in the Academic Year of 2011/2012)”** conducted by Nunun Indrasari. This is an experimental research. Based on the research finding, it can be concluded that fix up strategy is an effective strategy to teach reading for the students having at the eighth grade students of SMP Negeri 2 Temanggung.

C. Operational Concept

To avoid misunderstanding and misinterpreting the concept of this research, it is important for the writer to give the concept of operation in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpreting for the readers of this proposal. Thus, the main technical terms existed in this research to be are necessarily operated in this research.

There were some factors necessarily to be operated in this operational concept. In this research, there were two variables; they were (1) using fix-up strategy as X variable and (2) Students' reading comprehension in narrative text as Y variable. Because this research was quasi experimental research, the writer divided the class into two classes, experimental class and control class. The data were taken by using test (pre-test and post-test). The writer as the researcher in this case divided to the samples separated into two classes. The experimental class was treated by using fix-up strategy and the control class was taught by using conventional technique. The operational concept for each variable can be described as follows:

1. Teaching Fix-Up Strategy (Variable X)

According to Duffy, the procedures of teaching reading by using fix-up strategy are as follows:²⁵

²⁵Gerald G Duffy, *Explaining Reading*, (New York: Guilford Press, 2009), p. 136

- a. The teacher asks the students to read and let the students tell the problem found.
 - b. The teacher has the students stop in the word that is considered not to make sense.
 - c. The teacher asks the students to figure out and let them use the look-back or fix-up strategy.
 - d. The teacher instructs the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.
 - e. The teacher asks the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues).
 - f. The teacher lets the students test if the words make sense or not.
 - g. The students can continue reading and do the fix-up strategy if they find more problems.
2. Students' reading comprehension in narrative text (Variable Y)

The students' reading comprehension in narrative text can be indicated as the following indicators:²⁶

- a. The students can identify the word meaning in the narrative text
- b. The students can identify the setting in the narrative text
- c. The students can identify the complication in a narrative text
- d. The students can identify the rhetorical steps of the narrative text

²⁶Syllabus of SMAN 2 Tapung Kampar 2010/2011

- e. The students can identify the communicative purpose of the narrative text

D. Assumption and Hypotheses

1. Assumption

Based on the theories and explanations above, the writer has assumption. If the teacher uses Fix-Up Strategy well, the students' reading comprehension in narrative text will be higher than before. In the other words, the better using of Fix-Up Strategy (Variable X), the better score of reading comprehension in narrative text (Variable Y) will be achieved by the students.

2. The Hypotheses

H_0 : There is no significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency

H_a : There is significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was quasi experimental research which was intended to find out the difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy. The experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship.¹ Also, the experimental research design is research in which the investigator determines whether the activity or materials make a difference in result for participant.² This research was focused on the Non-equivalent Control Group Design involving an experimental group and a control group both given a pre-test and a post-test.³ In this research, there were two variables; the independent variable (X) was the using of fix-up strategy and the dependent variable (Y) was the students' reading comprehension in narrative text. This research design can be seen as follows:⁴

Table III.1
Difference between Control and Experimental Group

O₁	X	O₂
O₁		O₂

¹ L.R. Gay and Peter Airasian, *Educational Research*.(New Jersey: Pearson Education, 2000), p. 367

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.(New Jersey: Pearson Education. 2008), p. 60

³Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi Experimental Designs for Research*, (Boston: Houghton Mifflin Company. 1963), p. 47

⁴Ibid, p.314

Where:

O_1 = Pre-test

O_2 = Post-test

X = Treatment by using fix-up strategy

B. Location and Time of the Research

In accordance of the background of the problem explained before, this research was conducted at the second year students of SMAN 2 Tapung Kampar Regency. It began from January to March 2012.

C. The Object and Subject of the Research

The object of this research was the using of FIX-UP Strategy and reading comprehension in narrative text. The subject of this research was the first semester of the second year students of SMA 2 Tapung Kampar Regency in academic year 2012/2013.

D. Population and the Sample of the Research

The population of this research was the second year students of SMAN 2 Tapung Kampar Regency in the academic year of 2012/2013. The writer used two classes as samples of this research by using cluster sampling; it was done by selecting group (not individual) because all members of selected group had

similar characteristics.⁵ The samples taken were 64 students; they were class XI IPA 1 and XI IPA 2. The detail of the samples is as follows:

Table III.2
Sample of the Research

Class	Population		Total	
	Male	Female		
XII IPA 1	9	17	26	Experimental Class
XII IPA 2	10	15	25	Control Class
XII IPS 1	7	19	26	
XII IPS 2	8	18	26	
			103	

E. Technique of Collecting Data

In collecting data for this research, the writer used reading test as the instrument, the kinds of test that was given to the students are as follows:⁶

1. Pre-test was given to the student before giving the treatment of the technique to both of the class experimental class and control, this test was used to measure basic reading comprehension of narrative text.
2. Post-test was given to the students after giving the treatment of technique to the experimental class and to the control class to find out whether it made difference or not in reading comprehension of narrative text.

For getting the data writer used multiple choices for testing the reading comprehension of the students about the narrative text. Before distributing the test, the writer had tested the validity of 25 items of question to another class (XI IPS 1). Based on the result of the try-out, only 6 items of question were valid. So

⁵L.R Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice hall, 2000). p. 129

⁶Athur Hughes, *Testing for language Teachers, Second Edition* (Cambridge: Cambridge University Press 2005). p. 143

the writer tried to find some items of questions from trusted sources, such as LKS, or text books. Thus, there were 25 items of questions that were valid after the second try-out and were used as research instrument. The writer then distributed Pre and Post test to Experimental and Control Group. Each item in the pre-test and post-test was similar. The following table presented the blue print of question items that were used in collecting the data, the data would be described for each indicator:

Table III.3
Blue Print of Pre-test and Post-test

Indicators of Students' Reading Comprehension In Narrative Text	Items of Questions
1. Identifying the meaning words in narrative text	1,2,11,12,21
2. Identifying the setting in narrative text	3,4,13,14,22
3. Identifying the complication in narrative text	5,6,15,16,23
4. Identifying the rhetorical steps of the narrative text	7,8,17,18,24
5. Identifying the communicative purpose of the narrative text	9,10,19,20,25

Based on the table above, the proportion of indicators for students' ability in identifying the meaning words in narrative text can be seen in items number 1,2,11,12,21 for pre-test and 1,6,7,16,17 for pos-test. The proportion of indicators for students' ability in identifying the setting in narrative text can be seen in items number 3,4,13,14,22 for pre-test and 2,8,9,18,19 for pos-test. The proportion of indicators for students' ability in identifying the complication in narrative text can be seen in items number 5,6,15,16,23 for pre-test and 3,10,11,20,21 for pos-test. The proportion of indicators for students' ability in identifying the rhetorical

steps of the narrative text can be seen in items number 7,8,17,18,24 for pre-test and 4,12,13,22,23 for pos-test. The proportion of indicators for students' ability in identifying the communicative purpose of the narrative text can be seen in items number 9,10,19,20,25 for pre-test and 5,14,15,24,15 for pos-test.

F. Validity and Reliability of the Test

Before getting the data, the writer used all of items for try out. Arikunto said that try out was intended to know the value of the test. The value itself was used to find out the validity of the test items. The validity of the items can be interpreted by using factor analysis that is by correlating between scores of each item and its total scores. It can be done by using *Product Moment Correlation*⁷, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Each item of the instrument was counted the correlation coefficient with its total scores, and the next step is as follows:

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

A test must be reliable first as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explained that reliability is of

⁷Hartono, *Metode Penelitian*, (Pekanbaru: Zanafra, 2011), p. 67

primary importance in the use of both public achievement and proficiency test and classroom test⁸.

There are some factors affecting the reliability of a test, they are:

- a.) They are extent of material selected for testing.
- b.) The administration of the test, clearly this is an important factor in deciding reliability

G. Technique of Data Analysis

This research design is quasi experimental research. In this research, there were three research questions that should be found out the answers. In analyzing the data, the writer used some analysis techniques to find out the level of students' reading comprehension and the effect of using Fix-up Strategy toward students' reading comprehension. Thus the writer used the following analysis technique to answer the research question:

To find out the significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy, and the data was analyzed by using Independent Sample t-Test as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

⁸Heaton, J.B. *Writing English Language Test*. (New York: Longman Inc: 1988), p.159

t_o : the value of t-obtained

M_x : mean score of experiment class

M_y : mean score of control class

SD_x : standard deviation of experiment class

SD_y : standard deviation of control class

N : number of students⁹

Statistically hypothesis:

$$H_a : t_o > t_{table}$$

$$H_o : t_o < t_{table}$$

H_o is accepted if $t_o > t_{table}$ or there is no significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency

H_a is accepted if $t_o < t_{table}$ or there is significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency

⁹Hartono, *Statistik Untuk Penelitian*, (Pekanbaru: Znafa Publishing, 2010), pp. 207

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

The purpose of this research is to find out reading comprehension in narrative text of the students who were taught by using Fix-up Strategy and who were taught by using conventional technique (three-phased technique) and also to find out the difference on students 'reading comprehension in narrative text before being taught by using Fix-up Strategy and after being taught by using Fix-up Strategy. The research procedures are as follows:

1. Procedures of applying Fix-up Strategy in Experimental Class
 - a. The writer gave pre-test for the students to find out their reading comprehension in narrative text before the treatment by using Fix-Up Strategy.
 - b. The writer gave treatments for at least eight meetings by using Fix-up strategy
 - c. The writer gave post-test for the students to find out their reading comprehension in narrative text after the treatment by using Fix-Up Strategy.

2. Procedures of applying conventional technique (three-phased technique) in Control Class
 - a. The writer gave pre-test for the students to find out their reading comprehension in narrative text before the treatment by using conventional technique.
 - b. The writer gave treatments for at least eight meetings by using conventional technique (three-phased technique).
 - c. The writer gave post-test for the students to find out their reading comprehension in narrative text after the treatment by using conventional technique.

B. Data Presentation

In this point, there are two clusters of the data. The data consists of information about the students' reading comprehension progress for each meeting that was gathered by using students' worksheet distributed by the writer in every meeting. The data also consist of information about the result of reading test (pre-test and post-test).

1. The Result of Try-Out

a. Validity

Before using the tests as the instrument to obtain the information about students' reading comprehension in narrative text, the writer did a try out to obtain validity and reliability of the test. According to Hughes, the test

is said to be valid if it measures accurately what it is intended to measure.¹

The result of the validity test was obtained through the result of the try-out. In this research, the try out was conducted in class XI IPS 1 that consisted of 26 students. Computed by using Microsoft Excel 2013, the result of validity test is as follows:

¹ Arthur Hughes, *Testing for Language Teacher*, 2nd Edition. (New York: Cambridge University Press, 2003). p. 26

Table IV.1
The Data of Try Out

No	Indicators of Variable Y	Items no.	df	t-table	t-obtained	Validity
1.	The students can identify the word meaning in narrative text	1	24	1,318	2,942	Valid
		2	24	1,318	1,812	Valid
		11	24	1,318	1,643	Valid
		12	24	1,318	4,304	Valid
		21	24	1,318	2,695	Valid
2.	The students can identify the setting in a narrative text	3	24	1,318	5,571	Valid
		4	24	1,318	3,181	Valid
		13	24	1,318	2,96	Valid
		14	24	1,318	3,529	Valid
		22	24	1,318	2,803	Valid
3.	The students can identify the complication in a narrative text	5	24	1,318	2,88	Valid
		6	24	1,318	5,005	Valid
		15	24	1,318	2,99	Valid
		16	24	1,318	2,09	Valid
		23	24	1,318	2,64	Valid
4.	The students can identify the rhetorical steps of the narrative text	7	24	1,318	3,882	Valid
		8	24	1,318	1,45	Valid
		17	24	1,318	4	Valid
		18	24	1,318	4,554	Valid
		24	24	1,318	1,576	Valid
5.	The students can identify the communicative purpose of the narrative text	9	24	1,318	2,577	Valid
		10	24	1,318	2,04	Valid
		19	24	1,318	2,224	Valid
		20	24	1,318	4,419	Valid
		25	24	1,318	4,118	Valid

b. Reliability

According to Brown reliability has to do with accuracy of measurement.² This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that it is measured what it is supposed to measure.

The validity and reliability was relation. It was possible for a test to be reliable without being valid for a specified purpose, but it was impossible a test to be valid without first being reliable.

The reliability coefficients for good identification kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton states that, the reliability of the test is considered as follows³:

- | | | |
|----|-------------|---------------------------|
| 1. | 0.00– 0.20 | Reliability is low |
| 2. | 0.21 – 0.40 | Reliability is sufficient |
| 3. | 0.41 – 0.70 | Reliability is high |

² H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

³ J.B. Heaton, *Writing English Language Test*. (New York: Longman Inc:1989), p.159

4. > 0.70 Reliability is very high

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The researcher used the SPSS 16.0 for windows-statistical software.

Table IV.2
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.927	2

Table IV.3
Item-Total Statistics

	Mean	Std. Deviation	N
TO1	42.62	8.537	26
TO2	51.69	8.611	26

From the table above, it can be seen that the reliability is very high because the result of reliability is $0.927 > 0.70$.

2. The Implementation of Fix-Up Strategy

In order to present the data about the implementation of Fix-Up Strategy in teaching reading comprehension in Narrative text of the experimental group, the writer had collected eight observation forms for eight meetings in experimental group. The following table describes about the frequency of each items that became the indicators of using Fix-Up Strategy in teaching reading comprehension in narrative text of the experimental group:

Table IV.4
The Recapitulation of Observation Data on Experimental Group

NO	INDICATORS	FREQUENCY			
		YES		NO	
		N	P	N	P
1	The teacher asks the students to read and let the students tell the problem found.	8	100%	0	0%
2	The teacher has the students stop in the word that is considered not to make sense	4	500%	4	50%
3	The teacher asks the students to figure out and let them use the look-back or fix-up strategy.	8	100%	0	0%
4	The teacher instructs the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem	4	50%	4	50%
5	The teacher asks the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues)	4	50%	4	50%
6	The teacher lets the students test if the words make sense or not	8	100%	0	0%
7	The students can continue reading and do the fix-up strategy if they find more problems	8	100%	0	0%
	TOTAL	44	78,5%	12	21,5%

The result of the observation above can be interpreted as the following categorization⁴:

Table IV. 5
Categorization the Strategy Implication

No	Categories	Frequency
1	Very Good	80%-100%
2	Good	66%-79%
3	Enough	56%-65%
4	Less	40%-55%
5	Fail	30%-39%

The table above shows that the result of the observation about the using of Fix-Up Strategy on experimental group indicates the frequency of answers “yes” is 44 or 78,5% and the frequency of answers “no” is 12 or 21,5%. Thus, the implication of Fix-Up Strategy in teaching reading comprehension in narrative text could be categorized as “Good”.

3. The Result of Reading Test

The description of students’ reading test score frequency and percentage can be seen as the following tables:

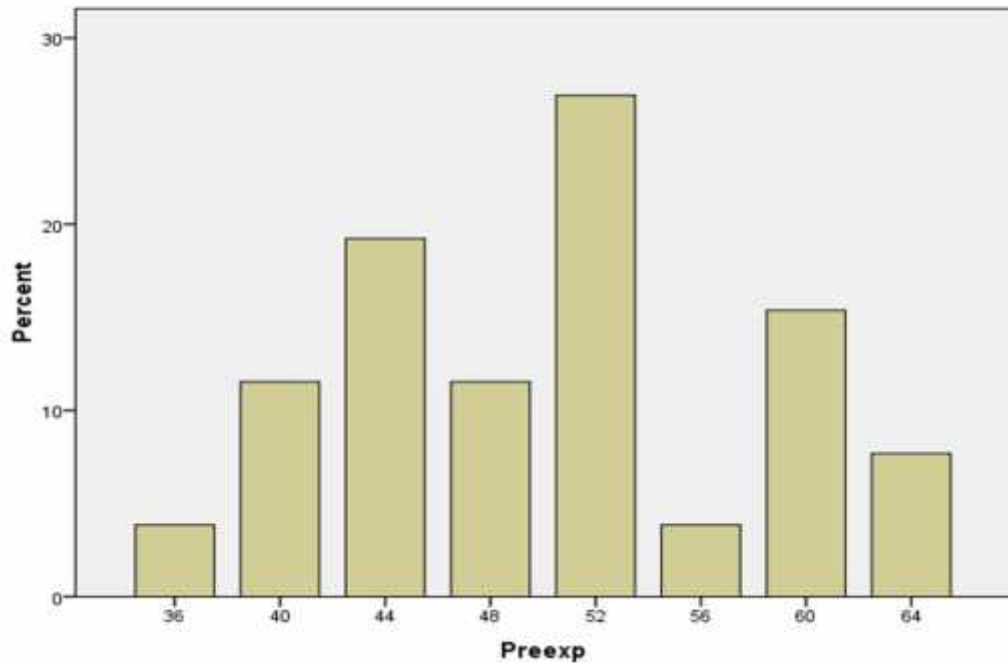
⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara. 2010), p.

Table IV.6
Frequency Distribution of Pre-test Result of Reading Comprehension Test of
Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	36	1	3.8	3.8	3.8
2	40	3	11.5	11.5	15.4
3	44	5	19.2	19.2	34.6
4	48	3	11.5	11.5	46.2
5	52	7	26.9	26.9	73.1
6	56	1	3.8	3.8	76.9
7	60	4	15.4	15.4	92.3
8	64	2	7.7	7.7	100.0
Total		26	100.0	100.0	

The table above shows the frequency distribution of experimental class score in pre-test. The output from 26 respondents, the valid frequency with the interval score of 38 was 1 student, the interval of 40 was 3 students, the interval of 44 was 5 students, the interval of 48 was 3 students, the interval of 52 was 7 students, the interval of 56 was 1 student, the interval of 60 was 4 students, and the interval of 64 was 2 students.

Diagram IV.1
The Result of Student's Pre-test at Experimental Class



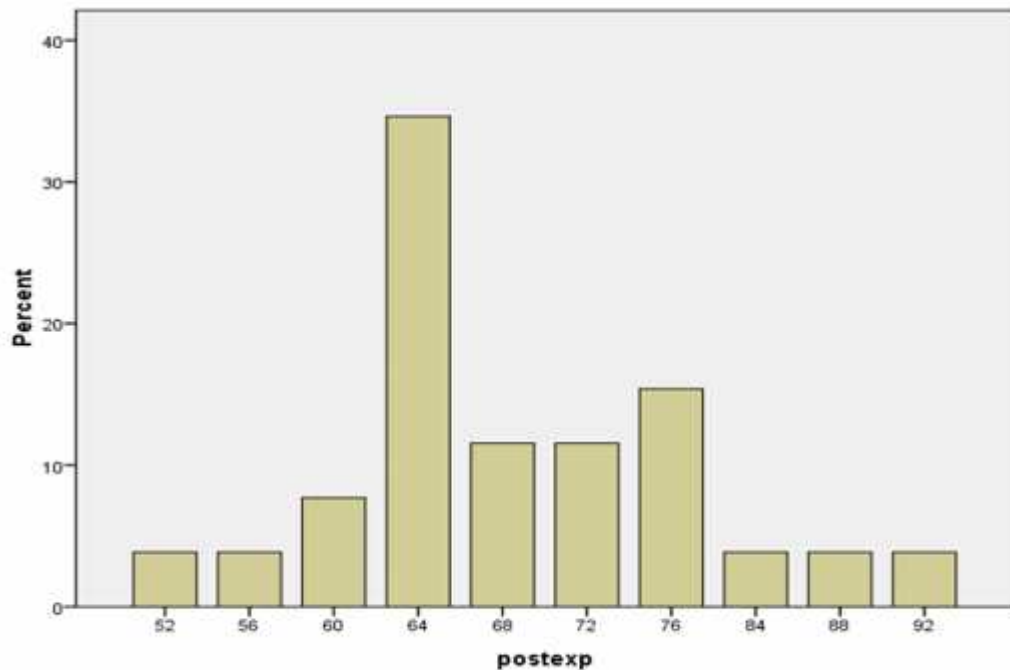
Based on the diagram above, it can be seen that the valid percentage of student who got score 36 was 3,8%, the students who got score 40 were 11,5%, the students who got score 44 were 19,2%, the students who got score 48 were 11,5%, the students who got score 52 were 26,9%, the student who got score 56 was 3,8%, the students who got score 60 were 15,4%, and the students who got score 64 were 7,7%.

Table IV.7
Frequency Distribution of Post-test Result of Reading
Comprehension Test of Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	52	1	3.8	3.8	3.8
2	56	1	3.8	3.8	7.7
3	60	2	7.7	7.7	15.4
4	64	9	34.6	34.6	50.0
5	68	3	11.5	11.5	61.5
6	72	3	11.5	11.5	73.1
7	76	4	15.4	15.4	88.5
8	84	1	3.8	3.8	92.3
9	88	1	3.8	3.8	96.2
10	92	1	3.8	3.8	100.0
Total		26	100.0	100.0	

The table above shows the frequency distribution of experimental class score in post-test. The output from 26 respondents, the valid frequency with the interval score of 52 was 1 student, the interval of 56 was 1 student, the interval of 66 was 2 students, the interval of 64 was 9 students, the interval of 68 was 3 students, the interval of 72 was 3 students, the interval of 76 was 4 students, the interval of 84 was 1 student, the interval of 88 was 1 student, and the interval of 92 was 1 student.

Diagram IV.2
The Result of Student's Post-test at Experimental Class



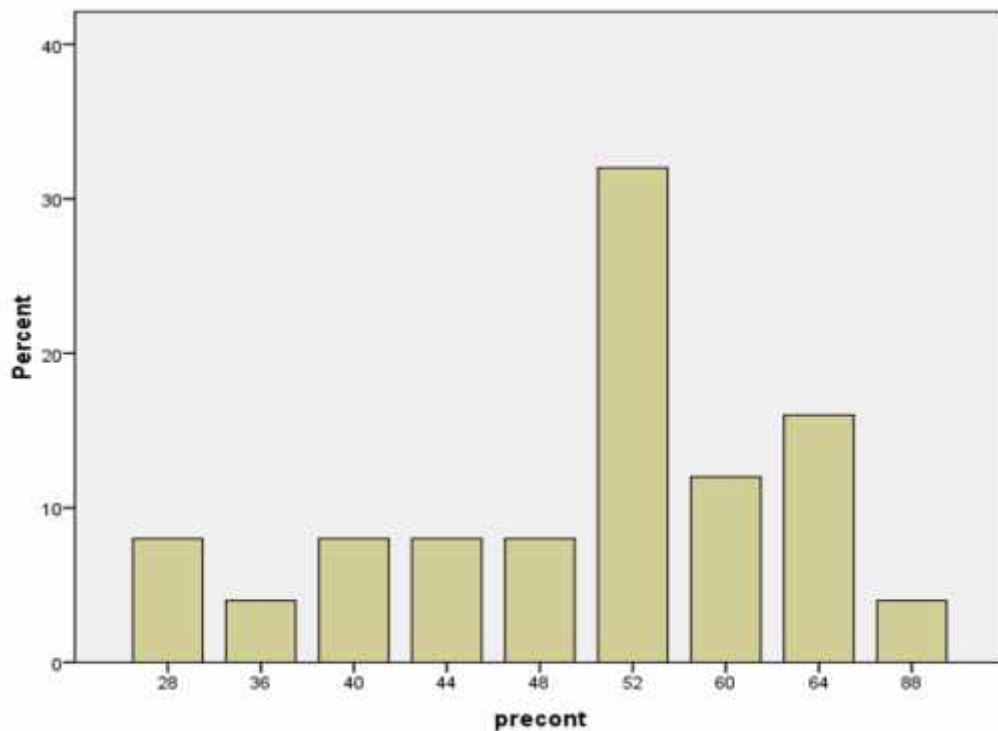
Based on the diagram above, it can be seen that the valid percentage of student who got score 52 was 3,8%, the student who got score 56 was 3,8%, the students who got score 60 were 7,7%, the students who got score 64 were 34,6%, the students who got score 68 were 11,5%, the students who got score 72 were 11,5%, the students who got score 76 were 15,4%, the student who got score 84 was 3,8%, the student who got score 88 was 3,8%, and the student who got score 92 was 3,8%.

Table IV.8
Frequency Distribution of Pre-test Result of Reading
Comprehension Test of Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	28	2	7.7	8.0	8.0
2	36	1	3.8	4.0	12.0
3	40	2	7.7	8.0	20.0
4	44	2	7.7	8.0	28.0
5	48	2	7.7	8.0	36.0
6	52	8	30.8	32.0	68.0
7	60	3	11.5	12.0	80.0
8	64	4	15.4	16.0	96.0
9	88	1	3.8	4.0	100.0
Total		25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

The table above shows the frequency distribution of control class score in pre-test. The output from 25 respondents, the valid frequency with the interval score of 28 was 2 students, the interval of 36 was 1 student, the interval of 40 was 2 students, the interval of 44 was 2 students, the interval of 48 was 2 students, the interval of 52 was 8 students, the interval of 60 was 3 students, the interval of 64 was 4 students, and the interval of 88 was 1 student.

Diagram IV.3
The Result of Student's Pre-test at Control Class



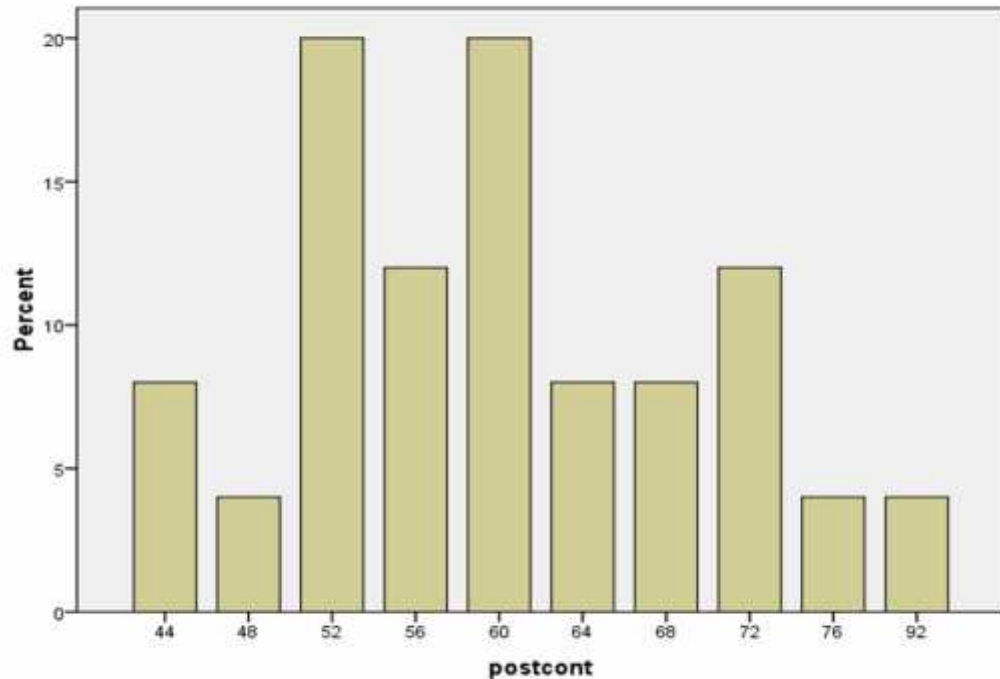
Based on the diagram above, it can be seen that the valid percentage of students who got score 28 were 8%, the student who got score 36 was 4%, the students who got score 40 were 8%, the students who got score 44 were 8%, the students who got score 88 were 8%, the students who got score 52 were 32%, the students who got score 60 were 12%, the students who got score 64 were 16%, the student who got score 88 was 4%.

Table IV.9
Frequency Distribution of Post-test Result of Reading
Comprehension Test of Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	44	2	7.7	8.0	8.0
2	48	1	3.8	4.0	12.0
3	52	5	19.2	20.0	32.0
4	56	3	11.5	12.0	44.0
5	60	5	19.2	20.0	64.0
6	64	2	7.7	8.0	72.0
7	68	2	7.7	8.0	80.0
8	72	3	11.5	12.0	92.0
9	76	1	3.8	4.0	96.0
10	92	1	3.8	4.0	100.0
Total		25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

The table above shows the frequency distribution of control class score in post-test. The output from 25 respondents, the valid frequency with the interval score of 44 was 2 students, the interval of 48 was 1 student, the interval of 53 was 5 students, the interval of 56 was 3 students, the interval of 60 was 5 students, the interval of 64 was 2 students, the interval of 68 was 2 students, the interval of 72 was 3 students, the interval of 76 was 1 student and the interval of 92 was 1 student.

Diagram IV.4
The Result of Student's Post-test at Control Class



Based on the diagram above, it can be seen that the valid percentage of students who got score 44 were 8%, the student who got score 48 was 4%, the students who got score 52 were 20%, the students who got score 56 were 12%, the students who got score 60 were 20%, the students who got score 64 were 8%, the students who got score 68 were 8%, the students who got score 72 were 12%, the student who got score 76 was 4%, and the student who got score 92 was 4%.

C. Data Analysis

Regarding the Formulations of the problems, there are three questions that the writer should find the answers. To find out the research findings, it is necessary to analyse the mean of the students' score mean in pre-test and post-test and to measure the gain of the score obtained from the pre-test that was given before the treatment and post-test that was given after the treatment.

1. The Students' Reading Comprehension Result in Both Experimental and Control Class

In analyzing the data about how reading comprehension of students' who were taught by using and without using Fix-Up Strategy, the writer should evaluate the level of achievement on student's score mean. The following table presents the classification of the students' reading score:

Table IV.10
The Classification of Students' Reading Score

No	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-55
5	Fail	30-39

The analysis of the students' score mean of the test from the experimental and control group can be seen in the following table:

Table IV.11
The Statistics of Students' Reading Test Result for both
Experimental and Control Class

		Pre- test Experiment	Post-test Experiment	Pre-test Control	Post-test Control
N	Valid	26	26	25	25
	Missing	0	0	1	1
Mean		50.31	68.92	51.84	60.48
Std. Error of Mean		1.540	1.834	2.556	2.195
Median		52.00	66.00	52.00	60.00
Std. Deviation		7.852	9.351	12.779	10.974
Range		28	40	60	48
Minimum		36	52	28	44
Maximum		64	92	88	92
Sum		1308	1792	1296	1512

Based on the table above, it can be seen that in the pre-test, The reading score mean of the experimental class students was 50,31. This mean of reading test score can be classified as *less*. In the post-test, there was increase on the reading score mean of the experimental class students to be 68,92. Thus it can be classified as *good*. In addition, the reading score mean of the control class students was 51,84. This mean of reading test score can be classified as *less*. in the post-test, there was increase on the reading score mean of the control class students to be 60,48. Thus it can be classified as *enough*.

2. The Significant Effect of Using Fix-up Strategy toward Students' Reading Comprehension in Narrative Text

Based on the result of the data analysis, it can be seen that there is significant effect of Using Fix-Up Strategy towards students' reading comprehension in Narrative text at the second year of SMAN 2 Tapung Kampar Regency. It can be seen as the following table:

Table IV. 12
Students' Reading Comprehension in Narrative Text in Experimental Class
and Control Class

No	Name	Experimental Class		Score Difference (x)	Name	Control Class		Score Difference (x)
		Pre-test	Post-test			Pre-test	Post-test	
1	Student 1	48	72	24	Student 1	88	92	4
2	Student 2	60	64	4	Student 2	36	52	16
3	Student 3	44	76	32	Student 3	44	52	8
4	Student 4	40	64	24	Student 4	40	56	16
5	Student 5	64	68	4	Student 5	64	56	-8
6	Student 6	36	64	28	Student 6	64	60	-4
7	Student 7	52	76	24	Student 7	28	44	16
8	Student 8	60	64	4	Student 8	60	64	4
9	Student 9	44	64	20	Student 9	28	72	44
10	Student 10	44	68	24	Student 10	60	44	-16
11	Student 11	64	72	8	Student 11	52	52	0
12	Student 12	60	92	32	Student 12	52	72	20
13	Student 13	44	88	44	Student 13	52	52	0
14	Student 14	52	64	12	Student 14	52	52	0
15	Student 15	60	72	12	Student 15	48	60	12
16	Student 16	52	60	8	Student 16	52	60	8
17	Student 17	52	60	8	Student 17	60	68	8
18	Student 18	48	52	4	Student 18	48	56	8
19	Student 19	40	56	16	Student 19	64	76	12
20	Student 20	52	64	12	Student 20	52	60	8
21	Student 21	56	64	8	Student 21	52	48	-4
22	Student 22	40	64	24	Student 22	40	68	28
23	Student 23	44	84	40	Student 23	64	60	-4
24	Student 24	52	68	16	Student 24	52	64	12
25	Student 25	48	76	28	Student 25	44	72	28
26	Student 26	52	76	24				
Total				484	Total			216
Mean				18,62	Mean			8,64

Based on the table above, it is clear that the students' reading comprehension in narrative text was experimental class was higher than the students' reading comprehension in narrative text of control class. It can be seen by the score mean that 18,62 is higher than 8,64 ($18,62 > 8,64$).

In analyzing the data, the writer had computed the gain or score difference as the score that would be used in t-Test. Thus, the writer interpreted that the gain score or score difference is similar to score (X) in a normal data distribution.

Thus, by using SPSS Statistic 16,00, the computation of the score gain can be seen as follows:

Table IV. 13
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment	26	18.62	11.423	2.240
Control	25	8.64	12.842	2.568

Based on the table above, it can be seen that the total number of students in experimental group was 26 and control group was 25, the score mean of experimental class was 18,62, and of mean score of control group was 8,64. Standard deviation of experimental class was 11,423, while standard deviation of control class was 12,842. Standard error mean of experimental class was 2,240 and control class's was 2,568.

By using SPSS Statistic ver 16,00, the result of independent sample t-test computation can be described as the following steps:

a) Computing the value of t_0 is as follows:

Table IV.14
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experimental Class	Equal variances assumed	.020	.889	2.934	49	.005	9.975	3.400	3.143	16.808
Control Class	Equal variances not assumed			2.927	47.832	.005	9.975	3.408	3.122	16.828

b.) Interpreting t_0 is as follows:

$$df = N_x + N_y - 2 = 26 + 25 - 2 = 49$$

$$df = 49, \text{ in the level of significance } 5\% = 2,01$$

$$\text{in the level of significance } 1\% = 2,68$$

With the following hypotheses:

If $t_0 \leq t_t$: H_0 is accepted and H_a is rejected

If $t_0 > t_t$: H_0 is rejected and H_a is accepted

Based on the analysis above, t_0 is 2,934 in which it is higher than t_t on the level of significance $5\% = 2,01$ and $1\% = 2,68$. It means that H_0 is rejected and H_a is accepted. It can be concluded that there is significant effect

of using fix-up strategy toward reading comprehension in narrative text of the second year students of SMAN 2 Tapung Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, there are two main parts of the research called conclusion and suggestions. The conclusion was meant to research finding and the suggestions were intended for the pedagogical implication and some suggestions from the future research.

A. Conclusion

Based on the data obtained, there are three research findings of this study that were elaborated as follows:

The class which was taught by using Fix-up Strategy (experimental class), it can be clearly seen that before the treatment, the students' reading comprehension in narrative text can be categorized as *less* (50,31). After the treatment, the students' reading comprehension in narrative text increased to be *good* (68,92). Based on the score mean, it can be interpreted that the students' reading comprehension in narrative text those who were taught by using Fix-up Strategy (experimental class) increased as many as 18,61.

The class which was taught without using Fix-up Strategy (control class), it can be clearly seen that before the treatment, the students' reading comprehension in narrative text can be categorized as *less* (51,48). After the treatment, the students' reading comprehension in narrative text increased to be *enough* (60,48). Based on the score mean, it can be interpreted that the students' reading

comprehension in narrative text those who were taught without using Fix-up Strategy (control class) increased as many as 8,64 .

Finally, based on the analysis of the data by using t-Test, it was obtained that t_o is 2,93 in which it is higher than t_t on the level of significance $5\% = 2,01$ and $1\% = 2,68$. It means that H_o is rejected and H_a is accepted. It can be concluded that there is significant difference on students' reading comprehension in narrative text between those taught by using fix-up strategy and those taught without using fix-up strategy at the second year of SMAN 2 Tapung Kampar Regency.

B. Suggestions

Based on the previous elaboration, several suggestions were proposed that hopefully may be useful for the teacher of English subject and the further study which has the similar area with this study either in using Fix-up Strategy or in students' reading comprehension; the suggestions are as follows:

1. Suggestions for the teacher
 - a. There are some strategies to improve students' reading comprehension; one of them is Fix-Up Strategy. It is recommended to the teacher to apply this strategy in teaching and learning process, mainly reading.
 - b. The teacher should be creative to select kinds of reading text in order to make students comprehend more about the text and to diminish boredom in learning English, especially in Reading aspect.

2. Suggestions for the students

- a. The students should try to understand to use Fix-Up Strategy in reading text and to practice it in the classroom.
- b. The students should avoid cheating in doing their exercises because in using Fix-Up Strategy, each student is given time to resolve their own problems in identifying the difficult words. Thus, the students should independently do their exercises.

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